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News Summary

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Richard A. Posner, a judge and legal theorist, has jumped into a debate on law and literature. Page A5.

Moderates voted to quit the fight with fundamentalists at Southeastern Baptist Theological Seminary and to establish a new seminary. Page A15.

Berkeley's faculty delayed action on a plan to require a course exploring the role of minorities in American culture. Page A15.

As committees in the new Congress take shape, college officials are worried about key panels. Page A19.

Most college towns are happy with their institutions, but they'd like to get more money for some services, a survey shows. Page A19.

General Electric Foundation has pledged $35-million to increase the number of minority-group students and professors. Page A27.

Some Americans don't believe it is acceptable to go into debt to pay for college, a study finds. Page A31.

American colleges should greatly expand their study-abroad programs, a panel urged. Page A32.

The academic-support center for athletes at Penn State may serve as a model for such programs, academic advisers say. Page A33.

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More Time Is Devoted to Sports Than to Studies, Athletes Say

In a survey comparing the college experiences of athletes with those of students in other campus activities, players say they spend more time on sports than on academics. Page A33.

State Officials Split Over U.S. Tuition Plan Tied to Savings Bonds

By COURTNEY LEATHERMAN

State higher-education officials are divided over the value of the new federal tax break for parents who buy U.S. savings bonds to finance their children's college education.

Many officials say that the idea is a good one, and that the tax break probably will not interfere with the many state programs designed to make college more affordable.

"It's difficult to deal with a nationwide issue only by piecing together a series of state plans," says Aims C. McGuinness, Jr., assistant executive director of postsecondary education for the Education Commission of the States. "One thing federal government policies do is provide a nationwide context—a degree of equity across state borders."

Other state officials—typically from states that do not currently offer savings plans—worry that the plethora of plans

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One-third of the 82,495 people who applied for Michigan's prepaid tuition plan paid up by last week's deadline. Page A25.

Noted Harvard Psychiatrist Resigns Posts After Faculty Group Finds He Plagiarized

BOSTON

Shervert H. Frazier, a renowned psychiatrist at the Harvard University medical school and the head of one of the university's teaching hospitals, has resigned from his posts after a faculty committee concluded that he had plagiarized sections of four papers he published in medical journals and textbooks.

His resignation as general director of the McLean Hospital in Belmont, Mass., and head of the medical school's McLean psychiatry department was announced last week in a letter to the faculty from Daniel C. Tosteson, dean of the medical school.

The allegations that forced the resignation of Dr. Frazier, who served as director of the National Institute of Mental Health from 1984 to 1986, surfaced last August when a graduate student at the University of Rochester wrote Harvard officials informing them that he had discovered passages in Dr. Frazier's papers that had been lifted from other publications.

The letter from Paul Scatena, a graduate student in Rochester's philosophy department, prompted Dr. Tosteson to request a review of the papers by the Medical School Faculty Conduct Committee, which subsequently found examples of plagiarism in four papers that Dr. Frazier had written and published from 1966 to 1975.

'Instances of Careless Scholarship'

"In addition, instances of careless scholarship were found in three of these papers," Dr. Tosteson wrote in his letter to faculty members. "The committee found that none of the articles containing plagiarized material or careless scholarship reported original research data.

"Given Dr. Frazier's extensive bibliog-

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AP/WIDE WORLD

The accused:
Hospital director Shervert H. Frazier

AP/WIDE WORLD

The accuser:
Graduate student Paul Scatena

$2-MILLION FOR 1 BUILDING AT BERKELEY

Huge Cost of Removing Asbestos Causing Concern on Campuses

PHOTOGRAPH FOR THE CHRONICLE BY JANE SCHER

Paul F. Tabolt, at Berkeley's Wheeler Hall: "If we take care of all the asbestos, we won't be putting a penny into all the leaky roofs and crumbling walls."

By DENISE K. MAGNER

When the University of California at Berkeley found that a campus building was contaminated by airborne asbestos fibers this fall, the discovery cost the institution more than just peace of mind. It also sent an alarming signal to the rest of higher education.

Berkeley will pay about $1.5-million to remove the potentially hazardous asbestos and to decontaminate Wheeler Hall. The university is spending an additional $400,000 to relocate temporarily the English Department and other offices.

For the rest of higher education, the price tag of close to $2-million to treat asbestos in one building on one campus serves as yet another gloomy reminder of a common problem that many institu-

Continued on Page A28

MARGINALIA

CAMERON GERLACH

Again we take our Penn in hand
(If we don't, some pettifogger'll)
And send from here throughout the land
Our annual year-end doggerel.

On Hollins and the Ivies,
On Tiffin and Malone,
Of all degrees, we now bestow,
This one, our very own.

The merriest of seasons,
The happiest of years,
For '89 we wish for you
Much laughter, never tears.

Let's tip our Stetson to Tufts and Taft,
Let's play a tune for Thiel and Yuba
For all the nation's music schools,
Let's toot loud on our tuba.

Let's decorate the house with Berry,
Load the board with Rice and Bacone,
While in the kitchen, Bethune-Cookman's
Chestnut pie is in the Macon.

For Carnegie, let's have a Mellon,
For Citrus C., an Orange that's oranger
For Indian River, heaps of Curry,
For Campbell U., a soup-filled porringer.

Let's cut the steaming pie of kidney
For every supping Duke and King,
To all who come from Hampden-Sydney,
Let's serve the Bethel everything.

Let's draw Clearwater from the Wells
And quaff a wholesome potion
Or have a glass of Brandywine
Or stronger stuff, by Goshen.

Possibly some Benedictine
Or some wine (Catawba)
Helping everyone to be
Jolly, not macabre.

Let's up, Ohio State, and at 'em,
Raise our brimming eggnog glasses,
'Tis the season, Sweet Briar, Chatham
(Alice Lloyd, at Pippa, Passes).

Let's toast all those at U. of M.,
At Harvard, Swarthmore, Brown, Pomona,
At Lehigh U. in Bethlehem,
At Simmons, Stanford, Cal Sonoma.

To Whitman C. in Walla Walla,
To M.I.T. and then Biola,
To U. Missouri's branch at Rolla,
Let's give a Case of Coker cola.

Let's gather round the tall Pine Manor,
Vassar, Nassau, Husson, Nasson,
And raise a cup of happiness
To all of Mass.'s lads and Lassen.

Let's sing out Carrolls, every one:
Montana's and Wisconsin's;
And not forget Ohio's (John);
Let's serenade the Johnsons.

Let's dance round Wash.'s Evergreen,
Oakwood, or Sequoias;
Let's call the Pine Bluff, Cedar Crest,
And bow to Georgetown's Hoyas.

Let's dance a holiday fandango,
Pirouette a Grace-ful waltz
For Clarion State in old Venango
And for SUNY at New Paltz.

Let's deck the halls of higher knowledge
Dear to you and yours this season,
Hail each university or college—
Ivy, redbrick, healthy, wheezin'.

Let's venture forth and greet our colleagues
In the professoriate,
If not in class, let's search for them
(Where's their laboratory at?).

Let's Doane our furry sleigh apparel
And fly to Idaho at Moscow
Soar to snowy roofs at Maryl-Hurst, then off to fete Don Bosco.

By Shepherd, Fox is watched by nights
While Angelina, Harper, harpist,
Watching o'er Blue Mountain's heights,
Gladden Sitka, where the sharpest

Cold of winter, joined by Snow,
Free-zes Waters on Sage and Reed,
Glazes White Pines, whitens Mo.,
While frost be-Jewells Mann and steed.

Brisk the air we'll find at Frostburg,
Brisk the Pace at Rush and Skidmore,
While the warmth at Isothermal
Never varies (wish it did, More).

Our spine will tingle (a Christmas tactic
At Logan College of Chiropractic).

On Mesa, Butte, and Limestone Boulder,
At Crowley's Ridge, by Stony Brook,
At Rockhurst C. and Rocky Mountain,
We will find a wintry look.

At Harcum, herald angels sing;
The air is filled with sounds of Bliss.
At Angelo, there's caroling;
Let's move on South; don't miss Ole Miss.

(That's near the home of Uncle Judd,
His feet in Miss., not Harvey, Mudd.)

By the fire, let's fill the sock
Trim the Cypress: hang the Ball
And candy Kean for Bay de Noc.
Our treetop Starr will say to all

From Brandeis U. to Santa Monica,
Merry Christmas! Happy Hanukkah!

—C.G.

In Brief

U. of California to Hire 3 to Oversee Weapons Labs

The University of California plans to hire three "liaison officers" to strengthen its oversight of the Lawrence Livermore and Los Alamos National Laboratories.

The university, which manages the weapons laboratories for the U.S. Department of Energy, has been criticized by state legislators and others for what they said was insufficient monitoring. The Livermore laboratory, in particular, has been plagued by employee drug use and by leakage of sewage and radioactive waste into the groundwater east of Oakland.

The liaison officers will be added to the administrative staff of the university's president, David P. Gardner.

The university is receiving $62.5-million for managing the two weapons labs and the Lawrence Berkeley Laboratory over a five-year period.

Suit Seeks to Seal Files From FBI Campus Probe

The Center for Constitutional Rights, a lawyers' group, is demanding in a class-action lawsuit that the Federal Bureau of Investigation forever seal all files related to its investigation of the Committee in Solidarity with the People of El Salvador.

The investigation, which took place from 1983 to 1985 and involved the surveillance of students and faculty members on at least 18 campuses, turned up no link between CISPES and international terrorism. In September, six F.B.I. employees were disciplined for mishandling the case.

The lawsuit, filed in federal district court in New York in behalf of five groups and seven individuals, seeks to prevent the F.B.I. from having access to the files, so they can never be used against the people named in them.

MIT to Get First Patent for Superconductivity

The Massachusetts Institute of Technology will receive the first patent issued by the United States for a process that leads to the production of a high-temperature superconductor.

M.I.T. officials said last week that the U.S. Patent and Trademark Office had sent them a formal document indicating the patent would be issued within a few months.

An administrator at the patent office estimated that between 550 to 600 applications had been filed by universities, companies, and individuals for processes that lead to the creation of high-temperature superconductors—new types of ceramic materials that allow a resistance-free flow of electricity.

The M.I.T. patent covers an invention by two of the institute's materials-science professors—John B. Vander Sande and Gregory J. Yurek—whose method of preparing a superconducting composite overcomes the inherent brittleness of the ceramic superconductors.

M.I.T. has licensed the process exclusively to American Superconductor Corporation, a Cambridge, Mass., company founded by Mr. Vander Sande, Mr. Yurek, and two other M.I.T. materials-science professors.

N.Y. Groups File Suit Over Standardized Tests

Ten high-school seniors and two women's groups last week sued the New York State Department of Education, charging that it practiced sex discrimination by awarding merit scholarships on the basis of scores on standardized college-admissions tests.

The class-action suit, which was filed in federal district court, asked the department to change the way it awards up to $40-million in grants each year. The tests discriminate against girls, who tend to have lower scores than boys, and underestimate the performance of girls in college, the suit charged. The American Civil Liberties Union and the New York Civil Liberties Union are representing the students and women's groups.

A spokesman for the department said that although the agen-

Publishers of Two Education Directories Fight Over Title

By JEAN EVANGELAUF

ALEXANDRIA, VA.

Three simple words—"Higher Education Directory"—are at the center of a bitter legal dispute between two publishers.

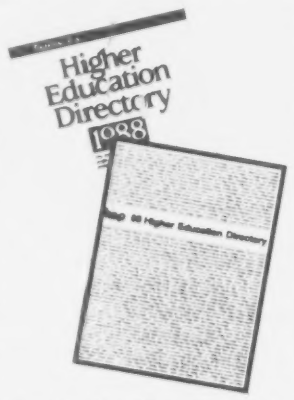
At stake, they say, is a small but solid market for facts and figures about the nation's colleges and universities. Two publications, HEP *Higher Education Directory* and *Peterson's Higher Education Directory*, are battling to be the reference book of choice.

Higher Education Publications Inc. sued Peterson's Guides Inc., charging its rival with trademark and copyright infringement and unfair competition.

The trial is scheduled to begin in federal district court here next week.

Since 1983, HEP, which is based in Falls Church, Va., has published annual editions of its *Higher Education Directory*. Last April, Peterson's introduced its own compendium of college statistics, calling it *Peterson's Higher Education Directory 1988*. The company, located in Princeton, N.J., plans to bring out its 1989 edition next month.

Both directories give the key personnel and other information for each of the more than 3,300 colleges and universities in the United States. While they present somewhat different items, each book includes such basics as an



institution's address, telephone number, tuition, and the names of major administrators. The list price of the HEP book is $37, while that of Peterson's is $36.95.

In its lawsuit, HEP asked the court to order Peterson's to stop using the words "Higher Education Directory" in its publication and to pay HEP compensatory and punitive damages, among other things.

HEP charged in its complaint that the use of the disputed phrase by Peterson's had led consumers to be confused. Such "unfair competition," HEP said, is "causing irreparable injury to HEP's trade, business reputation, prestige, and good will."

In addition, the company said that Peterson's directory included items taken directly from the HEP book, and claimed that Peterson's had copied portions of its format.

Peterson's lawyer, G. Franklin Rothwell, called the lawsuit "so frivolous, it's ridiculous." The company has denied it copied HEP's data or format.

Is the Phrase Generic?

Peterson's said the phrase "higher education directory" was generic and could not be considered a trademark. Peterson's further argued that even if a court did determine that the phrase should be protected by a trademark, then the right to that trademark belongs not to HEP, but to the Council for Advancement and Support of Education, which has produced a publication called *Higher Education Directory* since 1980.

The council last month licensed Peterson's to use the title in exchange for $1,000.

"Peterson's is taking a very inconsistent position," said James E. Shlesinger, HEP's lawyer. "We just want them to change their name, and they refuse. They're saying it's generic, but it must have a lot of value to them because they won't change it."

Last spring, HEP was denied a trademark on the words "higher education directory" by the U.S. patent office. The company is appealing the decision and hopes to have the phrase registered within a few months, Mr. Shlesinger said.

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cy would prefer to award the aid on the basis of a test that reflected the high-school curriculum, it was required by the Legislature to distribute the money on the basis of scores on the Scholastic Aptitude Test or the A.C.T. Assessment. The department is now developing its own achievement test and hopes to have it in place next year.

SUNY Campus Officials Meet With Protesters

Administrators at the State University of New York at Binghamton met with student leaders last week to discuss complaints about insensitivity toward women and minority groups on the campus.

The meetings were held following a two-day sit-in at Binghamton's administration building last month by 300 students from Jewish, gay, and women's groups.

The students had been angered by recent incidents on the campus that included the painting of anti-Semitic slogans on the walls of the Jewish Student Union office, an alleged rape of a woman at an off-campus party attended by fraternity members, and anti-Semitic remarks allegedly made by a philosophy professor.

Clifford D. Clark, president of the university, denounced the vandalism and alleged rape and called on the Faculty Senate and the philosophy department to investigate the charges against the professor, a university spokeswoman said.

Arms-Center Chief Quits in Protest at Stanford

Sidney Drell, an internationally recognized physicist and arms-control expert, resigned last week as co-director of the Stanford Center for International Security and Arms Control at Stanford University.

Mr. Drell said he acted to protest Stanford University's refusal to allow interdisciplinary centers to make appointments with professorial titles. Although such appointments would not ordinarily carry tenure, they would provide prestige and additional academic privileges that, Mr. Drell contends, would help attract talented staff members.

Many faculty members oppose allowing such centers to make faculty-rank appointments on their own and also object to the proliferation of adjunct faculty members outside academic departments, Stanford officials said.

Donald Kennedy, the university's president, said he regretted Mr. Drell's resignation and would continue to try to resolve the issue that led to his departure.

The Carnegie Corporation of New York indicated it would review a pending $500,000 grant to the center as a result of Mr. Drell's leaving.

Mr. Drell said he would return to the Stanford Linear Accelerator Center as deputy director.

Corrections

■ An article about Memphis State University's academic center for athletes (*The Chronicle*, November 23) incorrectly identified the institution at which Timothy L. Sumner worked before being hired to run Memphis State's center. It was Mississippi State University.

■ A table of college tuition charges supplied by the College Board (*The Chronicle*, November 9) gave incorrect figures for Fort Lewis College. Tuition for state residents was $1,224 last year and is $1,274 this year. Out-of-state students are charged an additional $3,354 this year.

Chelsea Board Votes to Let Boston U. Run Its Public Schools for 10 Years

CHELSEA, MASS.

Boston University's proposal to run the public-school system in one of Massachusetts' poorest cities moved a step closer to reality last week when the Chelsea School Committee voted 5 to 2 to give a 10-year contract to the university. The vote is subject only to final approval of the contract language.

Earlier the same day, a state Superior Court judge rejected a request from the Massachusetts Federation of Teachers, a chapter of which represents teachers in the Chelsea schools, to block the contract vote. The union, an affiliate of the American Federation of Teachers (A.F.L.-C.I.O.), claims that giving Boston University the right to hire and fire teachers violates the union contract with the school committee.

The union and the State Board of Education also have raised legal questions about the university's attempt to get an exemption from the state's law on public access to school-system records. The university has said such access to its records should be limited to its files on the proposed Chelsea school plan. "They're not going to go on a fishing trip to examine all records of Boston University," John Silber, the university's president, told reporters.

The Boston University proposal to become the first private university in the country to run a public-school system still requires the passage of enabling legislation by the Massachusetts legislature.

The university's plan calls for the creation of "family schools" that would provide everything from nutrition programs for infants to job training and English lessons for adults.

The 3,300-student school system in Chelsea, a small city just north of Boston, is one of the state's poorest academically, with low test scores and high dropout and teen-age-pregnancy rates. Nearly half of the city's residents come from households with annual incomes of less than $10,000.

NOTES ON THE ARTS

200 'Plastered' at Union; on the Scent of Caesar; Joffrey Dancers on Campus; the Dos Passos Prize

PHOTOGRAPHS FOR THE CHRONICLE BY BOB MAROONEY, PICTURE GROUP

Maggie Sherman displays one of the more than 200 plaster-cast masks she helped make at Union College. The finished masks (inset), varied widely.

More than 200 masks—some painted and powdered, others bewhiskered, bewigged, even bejeweled—have been keeping watch this semester in Union College's newly renovated College Center. And if they look oddly familiar to the building's regular users, that's not surprising. The masks are plaster casts of the faces of people in the Union community.

The casts were made and decorated over three days with help from Maggie Sherman, a Vermont artist who has taken an interest in mask-making. Posters around the campus invited anyone who wanted to "get plastered" to come to the College Center at designated times.

Those who showed up ranged from students to members of the faculty and staff and their children. "People really enjoyed themselves," says Brin Quell, Union's press-relations director, who organized the event. "Students told me they got to say things about themselves that their professors never asked. And one said how great it was to have an excuse to touch other people's faces. I think that was really important to a lot of people."

The masks were hung near the College Center's main staircase. There, Ms. Quell says, they produce the eerie effect of "hundreds of faces staring out at you."

Next summer the masks will become part of a larger exhibition at the Albany Institute of History and Art.

■

Emory University's Museum of Art is recreating "Telinum," a perfume used by Julius Caesar, for an exhibition called "The Fragrant Past: Perfumes of Cleopatra and Julius Caesar." Telinum is one of seven fragrances whose ingredients were identified by Giuseppe Donata, a chemist with the National research Council of Italy, from residues in a tomb.

The exhibition, which opens April 5, will also display ancient perfume containers and samples of fragrance ingredients in use from the first century B.C. to the second century A.D.

"In the second century A.D., the people in Rome knew more about plants—about their use as perfumes and as medicines—than our contemporaries," says Monique Seefried, the museum's curator of Near Eastern art. "Their taste and their sense of smell were much more developed than ours. Their cosmetics, remedies, and spicy dishes achieved a degree of refinement and delight to the palate that is lost to us."

■

The Joffrey Ballet will make California State University's Los Angeles campus one of its two West Coast homes.

Beginning in August, the company will spend one six-week rehearsal period each year on the campus, where an extensive fine-arts complex is now under construction. The university will provide living space for the dancers, as well as rehearsal studios and offices. In return, the company will perform on the campus and offer master classes and workshops for students.

The Joffrey company performs both at the City Center in New York and at the Los Angeles County Music Center's Dorothy Chandler Pavilion.

■

Longwood College has given the John Dos Passos Prize for Literature each year since 1980. This year's winner was Lee Smith, who teaches creative writing at North Carolina State University. Her most recent novel, *Fair and Tender Ladies*, was published this fall by G. P. Putnam's Sons.

Fair and Tender Ladies is a collection of letters from a character named Ivy Rowe. Among them is one written while Ivy was a girl:

"It had froze all the previous nigt so when I walked out ther Mrs. Brown, it was so pretty that it like to have took my breth away. Ice just shining on each and evry limb of evry tree and isickles thick as your arm hanging down offen the house. It was like I looked out on the whole world and I culd see for miles, off down the mountain here, but it was new. The whole world was new, and it was like I was the onliest person that had ever looked upon it, and it was mine. It belonged to me.

"Now it is new for me to feel this as I have not had hardly ever a thing of my own, it is handmedowns and pitching in and sharing everything up here on Sugar Fork, they is so many of us up here as you know. But I looked out over all them hills, and the land was sloped so different, from the snow. And every tree was glittering, and Sugar Fork black and singing along mostly under the ice. The snow come plum up to my knees. Nobody else had got up yet and I reckon I was the onliest person in the world. My breth hung like clouds in the air and the sun come up then, it liked to have blinded me. Well now this is the time I know Mrs. Brown when you pray, but to anser your questin if I pray, I cannot. So I know I am evil but I do not feel evil.

"And this is what happened next.

"I heerd them guns popping all threw the hills and then I knowed it was Christmas which I had clean forgot. All the rest of them was sleeping in the house. ETHEL I hollered, and direckly she come, wearing Daddys dead mommas old coat, she looked so funny I like to of died. Get the gun I hollered, and whilst she was doing it I laid rigt down in the snow and made angels, I must of made a thousand angels but I never got wet, that snow was as dry as powder. Lord it was a pretty pretty day. Then I stands up and brushes off Daddys coat real good and drawed in my breth real good, it was like I was brething champane."

—L.B.

Side-lines

After 146 years without a nickname, the teams at Hollins College may get one this spring.

Hollins is the only institution in the National Collegiate Athletic Association that does not have a name for its sports teams.

"There just never seemed to be a particular interest in developing a name in the past, although our intramural basketball teams have had various Indian names over the years," said Sandy Broughton, the college's information director.

In recent years, however, Ms. Broughton said that Hollins—a women's liberal-arts college—has improved its athletics facilities, and that campus interest in intercollegiate sports has grown.

College officials decided last month to hold a contest to develop a name and a team logo.

Students have been dropping their written suggestions into three ballot boxes on campus. Ms. Broughton said her office had received several nominations already, but that she was "sworn to secrecy" not to reveal them.

A committee of students, faculty members, coaches, and administrators is scheduled to recommend a name in January, and the president, Paula P. Brownlee, will make the final choice.

"We're looking for a name that captures the enthusiasm of our students for sports," said Ms. Broughton. "It doesn't have to be the name of a particular animal or thing. It could be an idea that helps sum up our identity, like the North Carolina Tar Heels or Alabama's Crimson Tide."

■

Another team nickname is helping a football player make his entrée into the art world.

Quinn Early, a former University of Iowa receiver who now plays for the National Football League's San Diego Chargers, is selling lithographs of his collage, "Hawkeye Spirit," in a store on the campus. The collage commemorates 10 years of football success under Hayden Fry.

The lithographs are selling for $200 to $245 each, and Mr. Early, who majored in art at Iowa, is donating $25 from each sale to the university's athletics program.

■

Coaches often resign or get fired for losing a lot of games, but it isn't often that one gets dismissed before coaching a single game.

But that's what happened to Wally English, who was hired in August to help bring football back to Southeastern Louisiana University. It dropped the sport in 1986 for financial reasons, and will field a team in 1990.

This month, Mr. English was dismissed for what the university's athletics director, Bob Brodhead, called "philosophical differences."

"Wally English is a fine technical coach, but we need more of a public-relations man, a salesman, since we aren't playing for two more years," said Mr. Brodhead.

Athletics

Players Spend More Time on Sports Than on Studies, an NCAA Survey of Major-College Athletes Finds

But they devote as much time to academics as do students involved in other extracurricular activities

By DOUGLAS LEDERMAN

WASHINGTON

College football and basketball players in big-time programs devote considerably more time to their sports than to their studies, according to a survey financed by the National Collegiate Athletic Association.

However, the survey also found that athletes spend about the same amount of time on academic work as do students involved in other extracurricular activities.

The year-long, $1.75-million study compared the experiences of athletes with those of students in other time-consuming extracurricular activities at 42 institutions in Division I, the N.C.A.A.'s top competitive level.

The presidents' commission of the N.C.A.A. undertook the study last year as part of its 18-month "national forum" on the role of college sports, in an effort to inject empirical data into a debate that long has been dominated by anecdotal evidence. Richard D. Schultz, the N.C.A.A.'s executive director, called the study the "most extensive research effort ever done in the field of intercollegiate athletics."

PHOTOGRAPH FOR THE CHRONICLE © 1988 SAM RITTNER

N.C.A.A.'s Richard D. Schultz tells a press conference that the new study is the "most extensive research effort ever done in the field of intercollegiate athletics."

Called a Relatively Positive Portrait

While it shed some new light on the experiences of athletes, the study appears more likely to uphold the *status quo* in college sports than to upset it.

The study—which compared the lives of 2,925 athletes with those of 1,158 students in such activities as journalism, music, and government—contained no major surprises. Leaders of the president's commission said last week that they believed it painted a relatively positive portrait of the current state of college sports.

"I think this report is likely to generate fine-tuning rather than major changes," said Martin A. Massengale, chancellor of the University of Nebraska at Lincoln and chairman of the commission. "It may reassure us that many of the things that have been suspected about our sports programs aren't true. I think it shows we're not that far off."

Potentially Troubling Facts

John W. Ryan, a former chairman of the commission who is now advising the panel, said: "We now know what we only could have hoped before the study: that most of our athletes came to get degrees that they believe are important to them, and that they are getting help in achieving that goal."

Despite that upbeat analysis, the study did reveal a number of potentially troubling facts about the experiences of athletes, particular those who play basketball and football. Among other things, it found that:

- Football and basketball players spend about 30 hours a week on sports during the season, while dedicating about 25 hours a week to attending and preparing for classes. Even in the off-season, they spend nearly as much time on sports as on academics. The average student involved in other extracurricular activities spends about 27 hours a week on academics and 20 hours a week on the activity during its peak season.
- Freshman athletes spend nearly as much time on sports as do other athletes.

Continued on Following Page

Penn State Tries New—and Expensive—Ways to Advise Athletes

By SUSAN OBERLANDER

UNIVERSITY PARK, PA.

In the early 1950's, when he was still an assistant football coach at Pennsylvania State University, Joe Paterno was responsible for monitoring the academic progress of the football players and reporting back to the head coach.

He realized early that many of the athletes who played football at Penn State weren't graduating, and he began taking them to study halls and tutoring sessions in the university's library.

Mr. Paterno, who had majored in English literature at Brown University, did the tutoring himself.

"I would check some of their grammar and help them out if they were having a tough time expressing themselves in a paper," he says. "I tried to encourage them to look things up when they had questions."

Academic advising at Penn State today is much more sophisticated.

In 1987, Mr. Paterno, who has been the university's head football coach for 22

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PHOTOGRAPH FOR THE CHRONICLE © 1988, ROSE M. PROUDER

Penn State sports psychologist David Yukelson, here with swimmer Eric Becher, counsels athletes about the pressures of balancing sports and academics.

Key Findings of Study of Intercollegiate Athletics

WASHINGTON

Following are the key findings from the executive summary of the 1987-88 National Study of Intercollegiate Athletics, conducted by the American Institutes for Research for the Presidents Commission of the National Collegiate Athletic Association:

Preparation for College and Career Aspirations

College football and basketball players score lower on the American College Testing (A.C.T.) Assessment Program and on the Scholastic Aptitude Test (S.A.T.) than do students who are extensively involved in other types of extracurricular activities. Student-athletes in intercollegiate sports other than football and basketball score between the two groups.

The pattern for grade-point averages in high school parallels that of the test scores: College football and basketball players report a B average, which is about a quarter of a grade lower than extracurricular students report. Student-athletes in other intercollegiate sports report scores that fall between the other two groups.

Student-athletes are just as likely as students in extracurricular activities to say that, at the time they enrolled, earning a college degree was "of greatest importance" or "important." Student-athletes show considerably more interest than extracurricular students in business and business management degrees and somewhat less interest in the liberal arts, sciences, and engineering fields.

Physical education is named by only about 6 per cent of student-athletes as the field of their intended degree at the time they enrolled in college.

Recruitment

Colleges and universities use more intense recruitment activities—such as visits to homes and paid visits to campuses—with student athletes than they do with extracurricular students. Consequently, student-athletes feel more intense pressure during recruitment than do extracurricular students. Football and basketball players experience far more of the intense recruitment activities and recruitment pressure than do other student-athletes. Grant-recipients in other sports experience more of the intense recruitment activities and feel more intense pressure during recruitment than do non-grant-recipients.

Despite these reported pressures, more than 75 per cent of student-athletes report that recruitment helped them in making the right college choice. Only a small number of student-athletes report that the information they received during recruitment caused them serious problems (3 per cent of football and basketball players and 2 per cent of other student-athletes who receive athletic grants).

Participation in Athletics and Financial Aid

Aspirations and expectations. Approximately 23 per cent of football and basketball players and 30 per cent of grant-recipients in other sports report that, at the time they enrolled in college, they expected to become professional athletes. Approximately 17 per cent of football and basketball players and 24 per cent of grant-recipients in other sports report that, both at the time they enrolled *and* now (at the time of the survey), they expect to become professional athletes. For seniors only, approximately 21 per cent of football and basketball players and 25 per cent of grant-recipients in other sports say they expected to become professional athletes at the time they enrolled and still expect to at the time of the survey.

Time demands. The time demands on both student-athletes and extracurricular students are extensive during the period when sports and extracurricular activities are in season. Student-athletes spend more time in their sports, however, than extracurricular students do in their activities. Football and basketball players spend approximately 30 hours per week in their sports when they are in season—more time than they spend preparing for and attending class combined. They also report missing about two classes per week. While extracurricular students spend less time in their activities than student-athletes, they too spend more time in their activities than they do either in preparing for classes or attending classes, and these students report they miss about one class per week.

During the off-season, the time demands on student-athletes and comparison students are reduced. Football and basketball players and other student-athletes continue to spend more time in their sports than they do either in preparing for or attending class. Extracurricular students spend

How Students Use Their Time

	In season			Out of season		
	Football and basketball	Other sports	Extra-curricular *	Football and basketball	Other sports	Extra-curricular *
Number of hours per week spent in:						
Main sport / activity	30.0	24.6	20.4	17.9	15.6	11.4
Class and labs	13.7	14.0	15.0	14.4	14.2	15.3
Preparing for class	11.6	13.2	12.6	14.6	15.3	14.6
Social activities	9.7	11.4	10.6	13.4	14.1	12.7
Relaxing alone	9.2	11.1	8.3	11.1	12.8	10.0
Extracurricular activities	3.7	4.3	6.2	6.4	6.7	6.9
Number of classes missed per week	2.0	2.2	1.2	1.1	1.1	0.8

* Includes students who participate extensively in such activities as performing arts, journalism, and campus work-study programs.

NCAA Reports on Survey of Athletes

Continued from Preceding Page

and "redshirted" freshmen (those who are held out of intercollegiate competition during their first year) spend as much time on sports as do freshmen who are playing in varsity competition.

- Although athletes get significantly more academic assistance than do other students, they have lower grade-point averages than their counterparts and say they find it harder to make academic work their top priority.
- Athletes, especially football and basketball players, have considerably less spending money than students in other extracurricular activities, even though they receive significantly more financial aid related to their outside activity than do other students. Most athletes said they did not have enough spending money.
- Football and basketball players are much more likely than students in other extracurricular activities to feel isolated from other students on their campuses.
- A fourth of football and basketball players said they felt pressured to ignore their injuries, and nearly half said they had been subjected to at least one incident of physical or mental abuse at their institutions.
- Twelve per cent of football and basketball players were identified as "problem" students: those who suffered from at least two of five difficulties—psychological distress, physical distress, difficulty in avoiding drugs or alcohol, mental and physical abuse, and unsatisfactory academic performance. The percentage increased among athletes in the most competitive sports programs.

The report released last week was a broad overview of the findings of the study, which was conducted by American Institutes for Research, a behavioral and social-science research group based in Washington.

Four other reports will be released next spring. Two will focus on the special circumstances of black and female athletes; the third will explore more fully the academic performance of athletes; and the fourth will analyze the responses of the students to open-ended questions that they were asked about their college experiences.

Observers had thought that the study's newfound hard data might lead to more-informed debate over such issues as freshman eligibility, Proposition 48, and financial aid.

But many college-sports officials said last week that they doubted the studies would have much of an impact on such debates.

Both Mr. Massengale and Bernard F. Sliger, president of Florida State University and chairman of the commission's national-forum committee, said the new evidence had not convinced them of the need for freshman ineligibility.

Mr. Massengale did say the data about the time that players spend on sports could lead to some changes. He said universities needed to do a better job of helping athletes manage their time, but also said that perhaps the demands on athletes' time could be reduced.

Another matter that might get increased attention because of the study is spring football practice. The survey showed that, even in the off-season, football and basketball players spend nearly as much time on sports as on their studies. Football coaches have fought efforts in recent years to cut back on such off-season practice.

Mr. Sliger said he believed the findings could lead to a reduction or perhaps even the elimination of spring practice.

"I think this is some information we didn't have before," he said.

To Be Debated in January

It is unclear how much the association will do with the new information.

The members of the N.C.A.A. will discuss and debate the findings of the study at a day-long forum in January, the fourth and final session sponsored by the commission.

And individual presidents are expected to discuss the findings with coaches and sports officials on their own campuses.

A range of N.C.A.A. committees, including the presidents' commission, are likely to pore over the survey results to develop possible changes in the association's rules. Mr. Massengale said that he doubted any legislation would be proposed in time for the N.C.A.A.'s 1990 annual meeting, but that he thought measures might be considered in 1991.

At the very least, it seems, the current study will serve as a "baseline" for future longitudinal studies about college sports.

Researchers at American Institutes of Research said they hoped to keep track of the athletes they interviewed for the current study in order to follow their progress 5, 10, and 15 years in the future.

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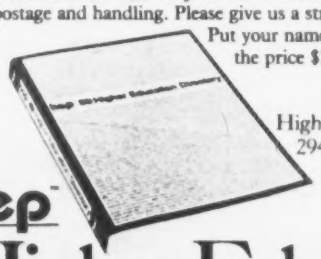

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less time in their activities than student-athletes do during the off-season. Both student-athletes and extracurricular students report they miss about one class per week when out of season.

There are no reliable differences in the average number of hours per week freshman redshirts (i.e., freshmen who only practice with the varsity) spend in their sports as compared to freshman student-athletes who compete (about 25 hours for each group when in season). In season, freshman redshirts and active competitors spend approximately five hours per week less in their sports than do other class members [sophomores, juniors, and seniors]. In short, freshmen are working almost as long in their sports as other student-athletes, whether they are redshirts or players on the roster.

Relations with coaches. Seventy-two per cent of football and basketball players and 70 per cent of other student-athletes report they are satisfied with the way their coaches have helped them improve as athletes. In contrast, 88 per cent of extracurricular students report themselves satisfied with the way their activity directors have helped them improve in their extracurricular activities.

Student-athletes and extracurricular students have somewhat different views on the importance of coaches and activity directors helping them with problems and responsibilities outside of their sports or activities. For example, while both student-athletes and extracurricular students feel it is important for coaches and activity directors to encourage good performance in class, this is rated as being of the greatest importance by more of the student-athletes. Similarly, student-athletes feel more strongly that it is important for coaches to keep track of their performance in courses. When asked to provide an overall rating of the performance of their coaches or activity directors in these areas, 83 per cent of football and basketball players and 81 per cent of other student-athletes report their coaches are doing fairly well or better. About 28 per cent of football and basketball players, 24 per cent of other student-athletes, and 24 per cent of extracurricular students report their coaches or activity directors are performing excellently.

Financial aid. There are substantial differences in the numbers of student-athletes and comparison students who receive grants tied directly to participation in sports or extracurricular activities. Most student-athletes report they have received a partial or full athletic grant at some point in college—almost 74 per cent of football and basketball players and 66 per cent of the student-athletes in other sports, as compared to about 25 per cent of extracurricular students who report ever having received an activity grant. About 60 per cent of football and basketball players and 19 per cent of other student-athletes report they currently receive full athletic grants that cover the costs of tuition, room, and board, and related educational expenses.

In spite of these sizeable differences, student-athletes report having less money each month after tuition and other education-related expenses are paid. Football and basketball players in particular report about $30 less each month than do extracurricular students. In answer to whether they feel these monthly amounts for personal expenses are adequate, 58 per cent of football and basketball players say "no," compared to 42 per cent of other student-athletes and extracurricular students. Football and basketball players, however, report it is easier for them to obtain money for personal expenses. For example, they report it is easier for them as college athletes to get summer jobs.

Academic Performance

Courses taken and majors. There is a tendency for student-athletes, especially football and basketball players, to be in classes with other student-athletes, but among courses taken by student-athletes, about 55 per cent are also taken by extracurricular students. The reported current majors of both groups of students are similar to the majors they say they were interested in at the time they enrolled. Student-athletes are more likely to report current majors in business and business management, professional occupations (e.g., architecture, home economics), and physical education (only 5 per cent plan majors in physical education), and less likely than extracurricular students to report majors in the arts and humanities, education, and engineering. Football and basketball players are least likely to major in biological, physical, or computer sciences.

Grade-point average and course performance. Student-athletes, on average, have lower grade-point averages (G.P.A.'s) than do extracurricular students. Among student-athletes, football and basketball players have, on average, the lowest G.P.A.'s.

At the same time, comparable numbers of student-athletes and extracurricular students say they have

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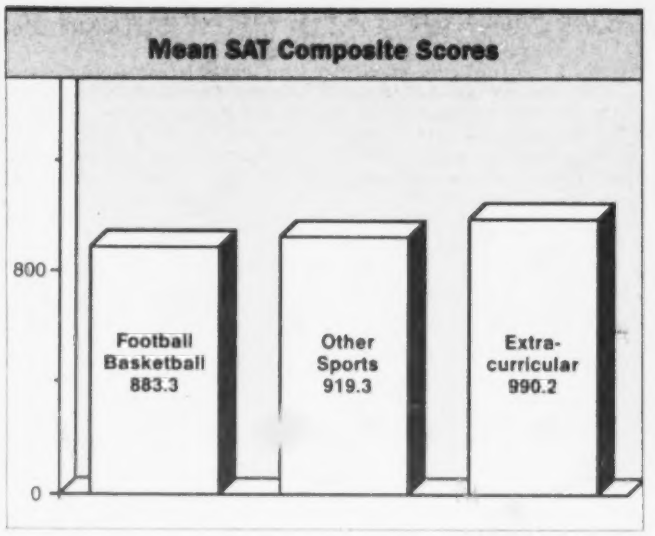

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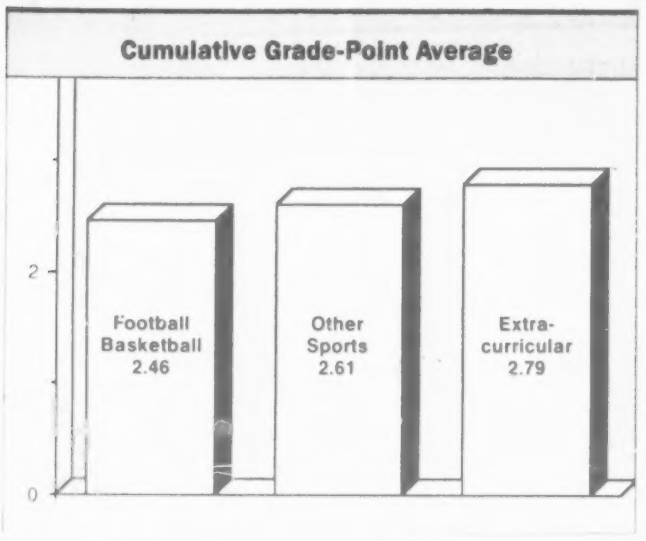

Key Findings of NCAA Study

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ever repeated courses, received incompletes, and been on academic probation.

Although these three measures of academic performance show no reliable differences between student-athletes and comparison students, there are consistent links between them and the more or less successfully-competitive football and basketball programs. Specifically, football and basketball players in more successfully-competitive programs are more likely than those in less successfully-competitive programs to have (1) found many courses too difficult, (2) received incompletes, and (3) been on academic probation. For example, 34 per cent of football and basketball players in more successfully-competitive programs have been on academic probation, as compared to 26 per cent of football and basketball players in less successfully-competitive programs.

Use of educational resources and perceived academic demands. Many student-athletes, especially football and basketball players, take academic skill-building courses at college. More student-athletes take these courses than do extracurricular students, and more football and basketball players take these courses than student-athletes in other sports.

Student-athletes also report that it is easier for them as athletes to get help in their courses—help from teaching assistants, tutors, and academic counselors. Despite the greater availability of these educational aids, however, student-athletes believe that it is more difficult for them as athletes to perform well academically. For example, student-athletes, and football and basketball players especially, report that it is harder to make their academic work their top priority and to get the grades they are capable of getting. These findings are related to successfully-competitive football and basketball programs in important ways. Football and basketball players in more successfully-competitive programs report that learning aids (e.g., tutors) are more available, but that it is even more difficult for them as athletes to meet the demands of their academic schedules.

Satisfaction with educational experiences and achievements. Student-athletes and extracurricular students are generally satisfied with their educational experiences. About 90 per cent of each group are satisfied with their current courses, about 95 per cent are satisfied with their college major, and 65 per cent are satisfied with their performance in courses. There are no reliable differences in satisfaction between student-athletes and extracurricular students.

Health and Personal Development

General health and incidence of injuries. Student-athletes and extracurricular students report about the same levels of general health. Fewer than 30 per cent of either group report problems with colds, fewer than 25 per cent report any problems with sleeplessness, and fewer than 15 per cent report any eating problems. Football and basketball players report many more problems with extreme tiredness or exhaustion than student-athletes in other sports. This is most evident for football and basketball players in more successfully-competitive programs.

Student-athletes report it is easier for them as athletes to keep in good physical shape and to get medical treatment than it is for other students generally. Not surprisingly, many fewer extracurricular students report that their participation in extracurricular activities makes it easier for them, as compared to other students, to either keep in shape or receive medical treatment. Over all, 39 per cent of football and basketball players, 46 per cent of other student-athletes, and 36 per cent of extracurricular students report that being an athlete or an extracurricular student made it easier to avoid drugs. However, 12 per cent of football and basketball players, 6 per cent of other student-athletes, and 7 per cent of extracurricular students report that being an athlete or extracurricular student made it harder to avoid drugs.

Fifty-two per cent of football and basketball players and 49 per cent of student-athletes in other sports report being injured as a result of participation in intercollegiate sports, as compared to only 12 per cent of extracurricular students who report being injured in an extracurricular activity. Twenty-five per cent of the injured football and basketball players and 12 per cent of the injured participants in other sports report they felt intense pressure to ignore their injuries. Only about 2 per cent of extracurricular students report they felt intense pressure to ignore injuries resulting from an extracurricular activity.

Neither the reported incidence of injuries nor pressures to ignore inju-

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ries differed according to the more or less successfully-competitive programs in which student-athletes were engaged. Student-athletes generally report themselves more satisfied than extracurricular students with the medical care they receive from their institutions.

Physical and mental abuse and emotional well-being. All students were asked whether they had ever experienced physical or mental abuse at their institutions. (The sources of the abuse were *not* asked for in the questionnaires.) More football and basketball players report *ever* (*i.e.*, one or more times) having been abused physically and mentally at their institutions than either student-athletes in other sports or extracurricular students report. More football and basketball players than student-athletes in other sports report that they have experienced isolation from other students at their institutions. Football and basketball players are not reliably different from extracurricular students in their reports of feeling isolated, however.

These findings for football and basketball players show differences by whether the programs are more or less successfully-competitive. Football and basketball players in more successfully-competitive programs report more often having experienced physical and mental abuse and feelings of isolation than do football and basketball players in less successfully-competitive programs.

Opportunities for personal growth. Questions about opportunities for personal growth dealt with leadership and personal development, sociability, assertiveness, and rewards and recognition from others. Compared to extracurricular students, student-athletes in general report it is harder for them as athletes to take advantage of many opportunities for personal growth. For example, student-athletes report it is harder for them to take leadership responsibility, to learn from their mistakes, to talk about personal problems with others, and to speak their minds.

In contrast, in the area of rewards and recognition from others, student-athletes feel it is easier for them to earn praise and to travel to new places. Football and basketball players in particular report that it is easier for them as athletes to get special treatment from local townspeople and merchants. This perception is somewhat stronger among football and basketball players in more successfully-competitive programs.

Social Activities and Interpersonal Development

Housing and living arrangements. About 30 per cent of football and basketball players and 17 per cent of other student-athletes report they live in institutional housing that consists mostly of other student-athletes. About 20 per cent of football and basketball players report they are required to do so. In addition, some student-athletes report they are required to eat their meals with their teammates.

Although football and basketball players believe that living with their teammates is a positive arrangement, such arrangements may contribute to feelings of isolation. Football and basketball players who live in housing composed mostly of student-athletes are more likely than those who live in housing with other kinds of students to report frequent or occasional feelings of isolation.

Interactions with other students and family. Students, including both student-athletes and extracurricular students, tend to socialize with others who have similar interests. When they socialize, student-athletes and extracurricular students tend to talk about different things. Football and basketball players, for example, are more likely to talk about their families and their sport, while extracurricular students are more likely to talk about classes, current events, and music.

When faced with personal problems, most student-athletes and extracurricular students confide in friends. Student-athletes are more likely than extracurricular students to confide in teammates and family members. As compared to extracurricular students, football and basketball players are more likely to confide in teammates, academic advisers, and family members.

Student-Athletes With Multiple Problems

To be sensitive to the special needs of student-athletes having the most difficulties in college, "problem profiles" were developed for all students in the sample. These profiles were based on 16 indicators of problems, grouped into five areas: (1) psychological distress, (2) physical distress, (3) difficulty in avoiding drugs or alcohol, (4) mental and physical abuse, and (5) unsatisfactory academic performance.

Student-athletes with problems in at least two of the five areas were identified for further study. Football and basketball players composed the largest group of student-athletes

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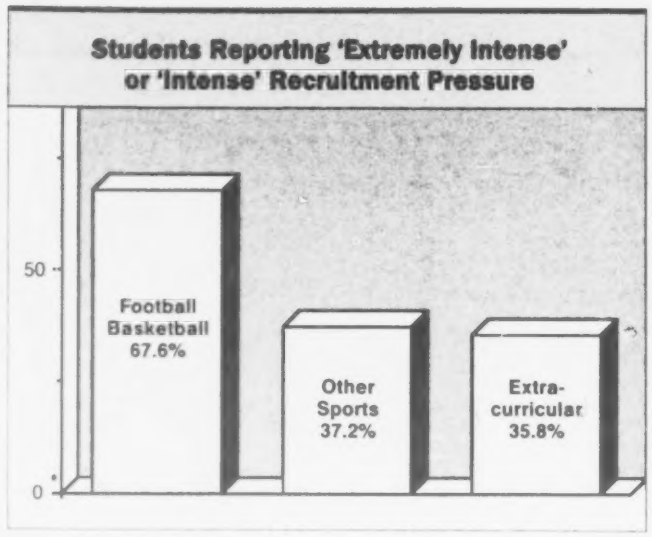

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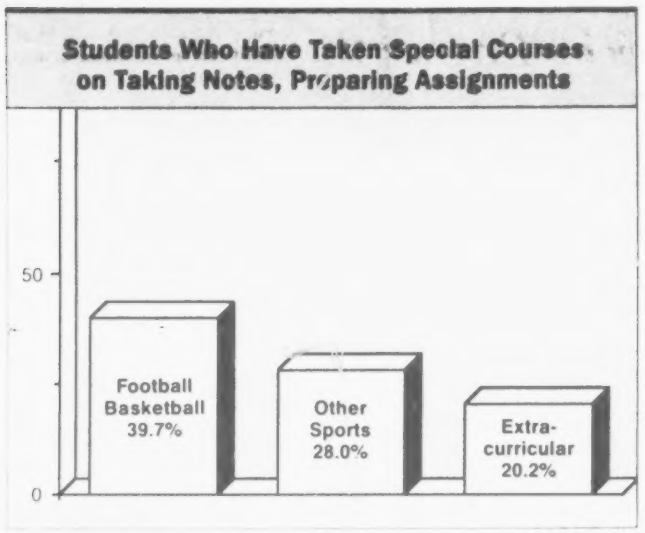

Key Findings of NCAA Study

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identified; about 12 per cent of the sample of football and basketball players were players identified as having difficulties in college using this criterion. Among student-athletes in other sports, approximately 4 per cent were identified as having multiple problems. About 7 per cent of extracurricular students were also identified.

As a preliminary step in identifying factors that may be associated with these problems, analyses were conducted that tested relationships between selected indicators of institutional programs and the presence on campus of student-athletes with multiple problems. The results suggest that student-athletes with multiple problems are found more often in colleges and universities with more successfully-competitive football and basketball programs. About 14 per cent of the football and basketball players in more successfully-competitive programs fall into the problem group as contrasted to 7 per cent in less successfully-competitive programs. In addition, about 14 per cent of the football and basketball players who experience more intense recruitment fall into the problem group as compared to 7 per cent who experience less intense recruitment.

Summary and Conclusions

Four sets of questions from the N.C.A.A. Presidents Commission were the starting point for the 1987-88 National Study of Intercollegiate Athletes. In answer to the questions, the overall results from the study describe a complex picture of the student-athlete.

Both student-athletes and extracurricular students perceive that earning a college degree is very important. Both groups of students take many of the same types of courses, but their major fields of study are somewhat different. Student-athletes are more likely to major in business, while extracurricular students are more likely to major in arts and humanities. Both student-athletes and extracurricular students spend about the same numbers of hours per week preparing for their classes, in their classes, and in social activities, and both groups report themselves generally satisfied with their performance in their courses and with their academic performance. In all of these respects, student-athletes are more like extracurricular students than some might have imagined.

In contrast to extracurricular students, however, student-athletes spend more time in their sports, and they are more likely to have received a grant based on their participation in these activities. In spite of having these grants more often, student-athletes report having less money available each month for personal expenses, and they regard what they do have as less adequate. Student-athletes report more learning resources available to them (*e.g.*, tutors), but they also report greater difficulties in making academic work their top priority. Student-athletes come to college less well-prepared academically and have lower grade-point averages in college than extracurricular students. In all of these respects, students participating in intercollegiate athletics are different than students participating extensively in other extracurricular activities.

The experiences of student-athletes in "big-time" sports accentuate the differences between student-athletes generally and extracurricular students. Football and basketball players are different from other student-athletes in many ways. Football and basketball players spend more time in their sports, receive more full-cost athletic grants, perceive what money they have for personal use as less adequate, have more educational resources available to them, and, these resources notwithstanding, perform more poorly academically and feel less capable of meeting their academic demands. Football and basketball players in more successfully-competitive programs are at the extreme on many of these measures. Participation in "big-time" sports comes with a mix of advantages and disadvantages for student-athletes.

Finally, student-athletes are recruited more intensely than extracurricular students, although their scores on college entrance examinations and their high-school grade-point averages are somewhat lower than those of the extracurricular students. The pressure on student-athletes during recruitment is perceived by these young men and women as intense. Despite the pressure, student-athletes are likely to see the recruitment process as helping them to make the right choice of a college or university.

Columbia U.'s Football Coach Resigns

Larry McElreavy, the head coach of Columbia University's football program, resigned last week, although he continued to deny an assistant coach's charges of professional misconduct.

The assistant coach, Doug Jackson, told a university administrator last month that Mr. McElreavy had lost the respect of his players because of alcohol abuse and an extramarital affair that he was allegedly having with a member of the athletics-department staff. Both Mr. McElreavy and the staff member have denied the latter charge, and Mr. McElreavy has denied the alcohol-abuse charge, as well.

Mr. Jackson said that Mr. McElreavy had been drinking before games and missing team meetings and said the coach had nearly passed out during the team's game against Dartmouth College early last month because he was hung over.

However, the university's administration conducted an investigation and voiced its support for the head coach, saying that team doctors who had examined him at Dartmouth and in New York after the game found that he was suffering from high blood pressure and extreme anxiety.

Mr. McElreavy said he had resigned because of the adverse effect the negative publicity about him was having on his family.

Mr. Jackson's contract with the university expires July 1. Norman N. Mintz, the university's executive vice-president for academic affairs, denied reports that Mr. Jackson would be dismissed. But he said that Mr. McElreavy's resignation would prompt a review of all football coaching assignments. A search for a new head coach already is under way.

Mr. McElreavy compiled a 2-28 record during his three years at the university. This year's team finished with a 2-8 record and snapped a record 44-game losing streak dating back to 1983. —SUSAN OBERLANDER

Athletics Calendar

December 15-16: Sports law. Regional seminar sponsored by the National Association of Collegiate Directors of Athletics, San Diego Marriott, San Diego. Contact: Tim Gleason, NACDA, P.O. Box 16428, Cleveland 44116; (216) 892-4000.

January 8-12: Governance. Annual convention, National Collegiate Athletic Association, San Francisco. Contact: N.C.A.A., P.O. Box 1906, Mission, Kan. 66201; (913) 384-3220.

February 12-14: Sports law. 8th Annual Sports Law Conference, Holiday Inn Four Seasons, Greensboro, N.C. Contact: Sports and the Courts Inc. P.O. Box 2836, Winston-Salem, N.C. 27102.

March 30–April 1: Governance. Annual legislative meeting, National Junior College Athletic Association, Charlotte, N.C. Coatact: NJCAA, P.O. Box 7305, Colorado Springs, Colo. 80933-7305; (719) 590-9788.

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Penn State Tries New—and Expensive—Ways to Advise Athletes on Studies

Continued from Page A33

years, helped establish an academic-support center for athletes.

With a $600,000 annual budget paid for by the athletics department, the center gives athletes access to four academic advisers, a career-development specialist, a sports psychologist, several part-time tutors and study-hall monitors, and computer programs and tapes about improving study habits.

Many academic advisers say the center may serve as a model for such programs around the country.

The program is unusual because of the amount of money it receives and the size of its staff, which is large by the field's standards.

The director of the center reports to an academic administrator rather than to the athletics director, another feature that contributes to the program's success, says Donald E. Sheffield, the center's director and previously an instructor in Penn State's physical-education department.

Control of Program Shifted

Penn State is one of several universities that, in recent years, have given academic administrators, rather than sports officials, control over their academic-advising programs for athletes.

At Penn State, Mr. Sheffield reports to the acting dean for undergraduate programs, Jerry B. Covert. Before the new program was set up, the academic advisers reported to the athletics director.

The athletics department provides the money for the program, but Mr. Sheffield and Mr. Covert decide how it should be distributed. They also supervise the academic progress of the athletes.

Donald Ferrell, one of the academic advisers, says: "It helps to have someone who carries the thunder and lightning of the university to be an overseer of the program. It lends credibility."

A system of checks and balances between sports officials and academic administrators is the key to the program's success, says Mr. Covert.

Although Penn State's coaches say they support the program, they sometimes disagree with the academic advisers on how many hours of study sessions their athletes need.

"Sometimes, when a coach is in the middle of his sport's season, he has blinders on," Mr. Sheffield says.

Mr. Paterno says that some of the athletes recruited to Penn State today are more deficient in basic academic skills than the athletes he tutored in the 1950's.

"The main problem is that they don't read as much," he says.

The Penn State system is designed to be flexible, and athletes who are doing well in their classes are not required to spend as much time in mandatory study, the advisers say.

A Handful of Centers

Only a handful of academic centers for athletes exist in the country today, although most universities with sports programs have some sort of advising program for their athletes, says Robert Bradley, president of the National Association of Academic Advisors for Athletics and director of an academic-support center for athletes at the University of Kentucky.

Centers allow universities to channel resources into an organized system designed to help athletes succeed academically, he says. They also make it easier to track athletes' academic progress, he adds.

Two-thirds of the Penn State center's $600,000 budget for 1988-89 goes to staff salaries, and the rest pays for special programs, publications, and other operating expenses.

In many big-time college-sports programs, academic-advising operations subsist on annual budgets ranging from $100,000 to $250,000, and employ only one or two advisers. But Mr. Sheffield and the Penn State advisers say the programs need not be as well financed as the one at Penn State to thrive. Such programs can succeed with less money, they say, as long as they have the support both of the university's top administrators and of its coaches.

The theme of the Penn State center may best be summed up by a description by one of the academic advisers, Bruce Hale: "We're doing less crisis management and more education."

In past years, Mr. Hale and the other advisers say, they concentrated their efforts on students who were having trouble in their classes. Now they are trying to catch problems before they develop by focusing on athletes when they are freshmen, and by closely monitoring the academic progress of all of Penn State's 800 athletes in 28 different sports.

Donald E. Sheffield: "Sometimes, when a coach is in the middle of his sport's season, he has blinders on."

All freshman athletes are required to take a special seminar about study habits, as well as classes on "Values and Health" and "Academic and Career Exploration."

Sandy Meyer, coordinator of the Freshman Enrichment Program, established in 1987, says many of the athletes resent being required to take the three courses, attend study sessions, and report to advisers each week on their progress in class.

But the athletes who went through the program last year now say it has helped them improve their study habits and eased their transition from high school to college work, she says.

Academic advising for athletes traditionally has concentrated on meeting with players in offices to talk about classes and grades, but at Penn State, the advisers are attempting to create a new tradition: To extend their support to all of Penn State's athletes, the advisers and the sports psychologist spend part of most days near the playing fields.

The advisers say the frequent visits to practices have made their jobs easier. Athletes become more receptive to their suggestions about studying, the advisers say, when they get to know and respect the counselors.

"I like to be able to tell our softball players, 'Remember that winning play you made today in practice? Now if you can just channel that same energy into studying for your math test tonight, you'll do fine,' " Mr. Hale says.

Among their other duties, the counselors try to help the athletes understand the academic requirements they must meet to be eligible for sports under the National Collegiate Athletic Association's rules and Penn State's standards.

But the program exists for much more than keeping athletes eligible, says Mr. Sheffield.

One of its unusual features is the role of the university's sports psychologist, David Yukelson. Mr. Yukelson was hired specifically to counsel athletes about the pressures of balancing sports and academics.

'Little Fish in a Big Pond'

At most universities, sports psychologists concentrate only on methods of improving an athlete's on-field performance. Although he does offer seminars on performance enhancement, Mr. Yukelson also talks to athletes about their lives outside sports. That's important, says Mr. Sheffield, because many new athletes at Penn State have had their entire identity shaped by sports.

Ms. Meyer, the coordinator of the program for freshmen, asks: "What do you do with Johnny Smith, the high-school football player who was a star and who probably had a 'Johnny Smith Day' in his hometown?"

Such students must adjust to being "little fish in a big pond" on a campus with more than 36,000 students, she says. Some of them get confused and disillusioned when they realize that their chances of turning professional after graduation are slim, she says.

Mr. Yukelson and other staff members at the center can step in at that point and help the athletes deal with choices they must make about their future, the advisers say.

Mr. Hale says they don't try to take away athletes' dreams of turning professional. "We just try to get them to make more out of their dreams."

The center's administrative offices are in Penn State's Bouke Building, in the central part of the campus, where Mr. Sheffield; Sally Hattig, an academic adviser who doubles as a career-development specialist; Mr. Yukelson; and Ms. Meyer all work.

The rest of the center's services—including nightly study sessions and tutorials—are housed in buildings in the west and east parts of the university to make them more convenient to athletes on this sprawling campus, which includes 540 acres for classroom and office buildings and dormitories, and 358 acres for athletics fields.

James I. Tarman, the university's athletics director, says: "I'm not sure if we'll ever have a centralized facility for the center, but then I'm not sure if the students and coaches would like one. It would probably just mean a farther walk for them."

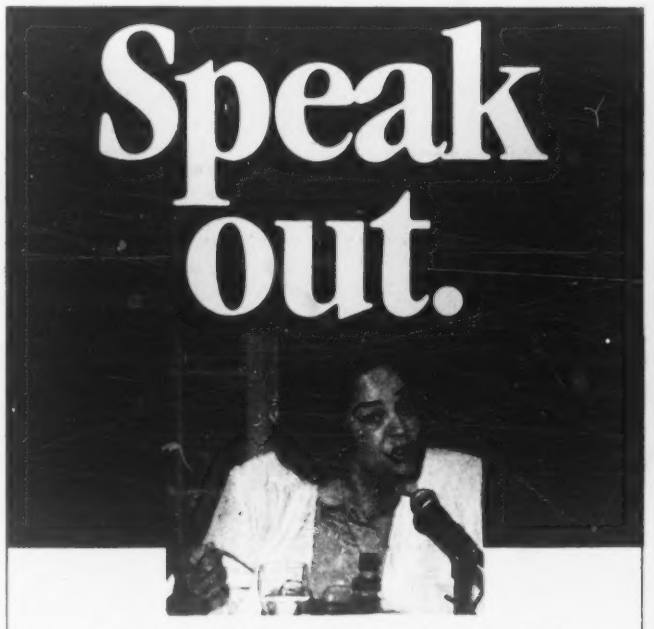
Mr. Paterno says the success of the center will depend on how much athletes are willing to take advantage of its resources.

"You have to take the crutch away from them at some point," he says. "We have to be careful not to make them too dependent. It's up to them to do the work."

The Lineups and Money for This Season's Bowl Games

Bowl	Date	Time (EST)	Location	Teams	Est. payment per team *
All-American	Dec. 29	8:00 pm	Birmingham, Ala.	Florida vs. Illinois	$ 800,000
Aloha	Dec. 25	3:30 pm	Honolulu	Washington State vs. Houston	500,000
California	Dec. 10	4:00 pm	Fresno, Cal.	Western Michigan vs. California State–Fresno	180,000
Cotton	Jan. 2	1:30 pm	Dallas	Arkansas vs. UCLA	2,500,000
Fiesta	Jan. 2	5:00 pm	Tempe, Ariz.	Notre Dame vs. West Virginia	3,000,000
Florida Citrus	Jan. 2	1:30 pm	Orlando, Fla.	Clemson vs. Oklahoma	1,150,000
Freedom	Dec. 29	9:00 pm	Anaheim, Cal.	BYU vs. Colorado	500,000
Gator	Jan. 1	8:00 pm	Jacksonville, Fla.	Georgia vs. Michigan State	1,000,000
Hall of Fame	Jan. 2	1:00 pm	Tampa, Fla.	Syracuse vs. Louisiana State	850,000
Holiday	Dec. 30	8:00 pm	San Diego	Wyoming vs. Oklahoma State	880,000
Independence	Dec. 23	8:00 pm	Shreveport, La.	Southern Mississippi vs. Texas–El Paso	500,000
Liberty	Dec. 28	8:00 pm	Memphis	South Carolina vs. Indiana	1,000,000
Orange	Jan. 2	8:30 pm	Miami	Nebraska vs. Miami (Fla.)	2,750,000
Peach	Dec. 31	1:00 pm	Atlanta	Iowa vs. North Carolina State	800,000
Rose	Jan. 2	5:00 pm	Pasadena, Cal.	Michigan vs. Southern California	6,000,000
Sugar	Jan. 2	8:30 pm	New Orleans	Auburn vs. Florida State	2,750,000
Sun	Dec. 24	1:00 pm	El Paso	Alabama vs. Army	1,000,000

* A team that belongs to a conference will be required to split its payment with the other teams in its league, based on that conference's revenue-sharing plan. Universities which do not belong to a conference will keep the entire estimated payment, after expenses.



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